

Coaching for RTI Success



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Utah Coaching Model (UCN)



Coaching...

- "Coaching is about building relationships with teachers as much as it is about instruction."

» Jim Knight, University of Kansas

Session Outcomes :

- Describe specific skill set of coaching skills
- Demonstrate how to apply a differentiated coaching model to support RTI
- Create coaching plan for current assignment
- Identify goal/vision for implementing instructional coaching in your school and district

This is a Collaborative Effort

- ☐ The Utah Coaching Model is a hybrid. We have deliberately searched out every good idea related to coaching we could find!

Improving Social Competence and Academic Achievement

Thinking about Coaching

Who do you think of when you think about coaching?

Somebody "famous"?

Somebody you know right now?

Somebody you knew back when?

Thinking about Coaching

- ☐ A parent ?
- ☐ A teacher ?
- ☐ A religious leader ?
- ☐ A professional coach ?
- ☐ An aunt or uncle ?
- ☐ A friend ?
- ☐ A colleague ?
- ☐ A self-help author ?
- ☐ Oprah ?

What Is An Instructional Coach?

- ☐ "To coach is to meet colleagues where they are and explicitly support them in achieving the goals they set for themselves"
- ☐ "Coaching...is a set of strategies, a way of thinking and a way of working that invites self and others to shape and reshape their thinking and problem solving capacities. [It] enables people to modify their capacity to modify themselves."

A Simple Definition of Coaching

- ☐ Somebody who trains
- ☐ Somebody who instructs
- ☐ Somebody who guides

Synonyms

- ☐ For Coach: trainer, teacher, instructor, tutor
- ☐ For Mentor: teacher, guide, tutor, adviser

How Does a Coach Teach?

- ☐ Expectations
- ☐ Demonstrate
- ☐ Explain
- ☐ Guided and Independent Practice
- ☐ Feedback

Why Coaching?

- ☐ Federal and state emphasis on accountability
- ☐ Requires significant difference-making professional development

Difference-Making Professional Development

- ☐ Ongoing
- ☐ As close to home as possible
- ☐ Focused on implementation of evidence-based practices

The Evidence

Training Components	Awareness/ Understanding	Skill Attainment	Application
Theory	85%	15%	5-10%
Model	85%	18%	5-20%
Practice	85%	80%	10-15%
Coaching	90%	90%	80-90%

A Disclaimer

- ☐ No large scale studies
- ☐ Evidence is not incontrovertible
- ☐ Enough preliminary evidence to suggest promising potential

What Do Coaches Do?

- Help teachers transfer what they learn about new practices to their classrooms
- Help establish a safe environment in which teachers can try to improve their practice
- Without fear of negative criticism or evaluation

Coaching Roles

- ☐ Classroom supporter
- ☐ Curriculum specialist
- ☐ Data coach
- ☐ Instructional specialist
- ☐ Observer
- ☐ Mentor
- ☐ Resource provider
- ☐ Catalyst for change

Coaching Behaviors...

- ☐ Observing instruction
- ☐ Give suggestions to improve teaching
- ☐ Give encouragement and moral support
- ☐ Discuss individual concerns
- ☐ Identify challenges and possible solutions
- ☐ Provide guidance on assessing learning needs of students
- ☐ Modeling and co-teaching
- ☐ Share lesson plans and other instructional activities
- ☐ Provide feedback--verbal, written
- ☐ Communicate via email

What Skills Do Coaches Need?

- ☐ Instructional skills
- ☐ Interpersonal skills
- ☐ Instructional coaching mindsets

Instructional Skills

- ☐ A coach must have instructional credibility
- ☐ Very knowledgeable about evidence-based practices
- ☐ Model basic teaching routines
- ☐ Observation skills

Interpersonal Skills

- ☐ Requires a unique combination of relationship building skills
- ☐ Good listening
- ☐ Empathy
- ☐ Respect
- ☐ Clear verbal communications
- ☐ Build emotional connections

The Essence of Coaching

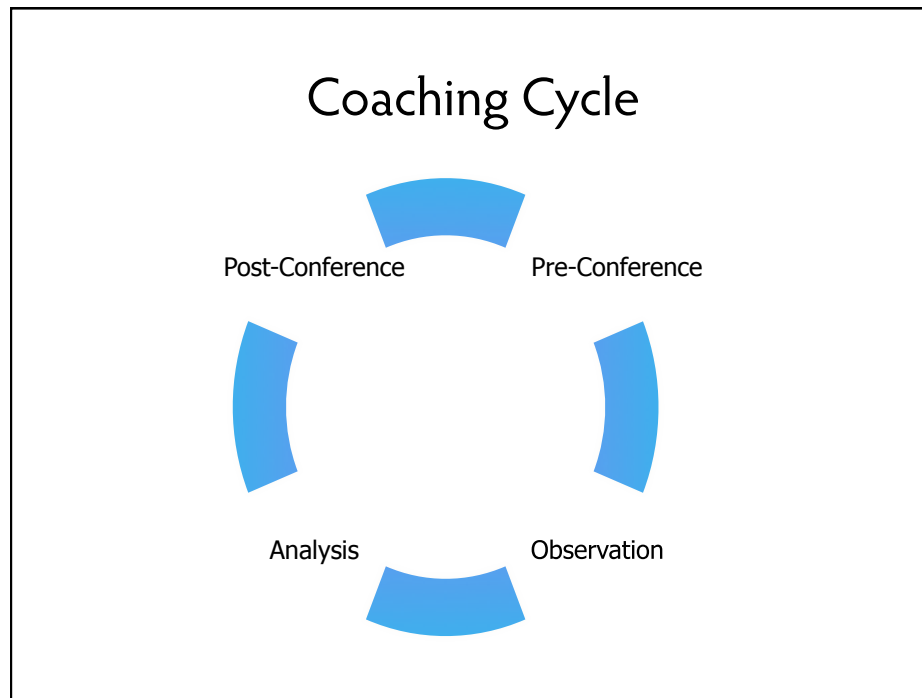
"A coach is someone who can give
correction without causing
resentment."
--John Wooden--

Instructional Coaching Mindsets

- ☐ Passionate
- ☐ Deeply committed
- ☐ Relentless
- ☐ "Personal humility and professional will"
- ☐ Do whatever it takes

Necessary Conditions for Successful Coaching

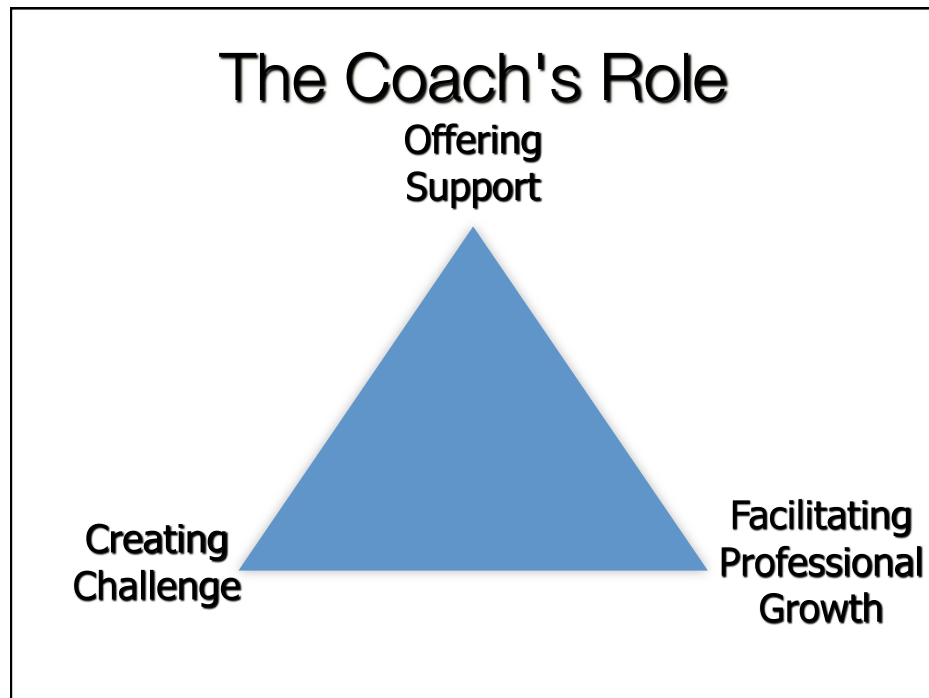
- ☐ A coach must have time
- ☐ Must be familiar with and have access to research-based instructional interventions
- ☐ Must be opportunities for coaches to grow
- ☐ Can't be quasi-administrators
- ☐ Must work with principals and vice versa
- ☐ Must be committed to evaluating impact and making adjustments based on data



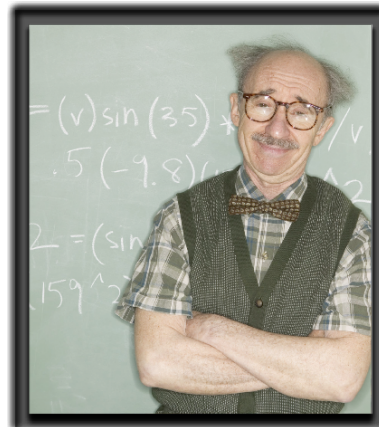
Standards / Rubric = Focus



- Explicit outcomes
- Common language
- Center on student learning
- Impetus for reflection



Think of
Teachers You
Know ...



Instructional Coaching (K U)

- An on-site professional developer who partners with educators to identify and assist with implementation of proven teaching methods.

Partnership Principles

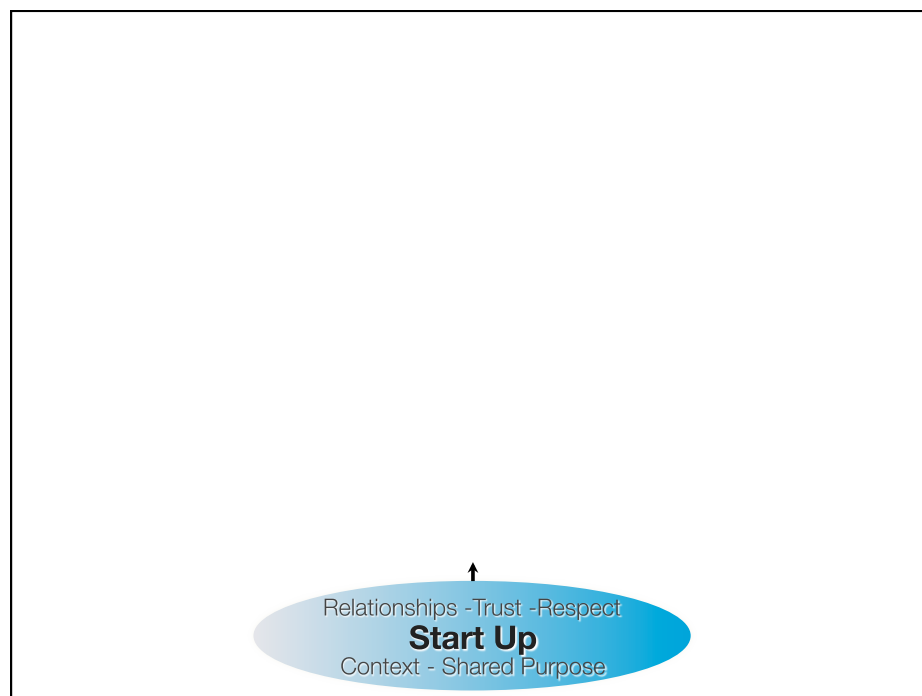
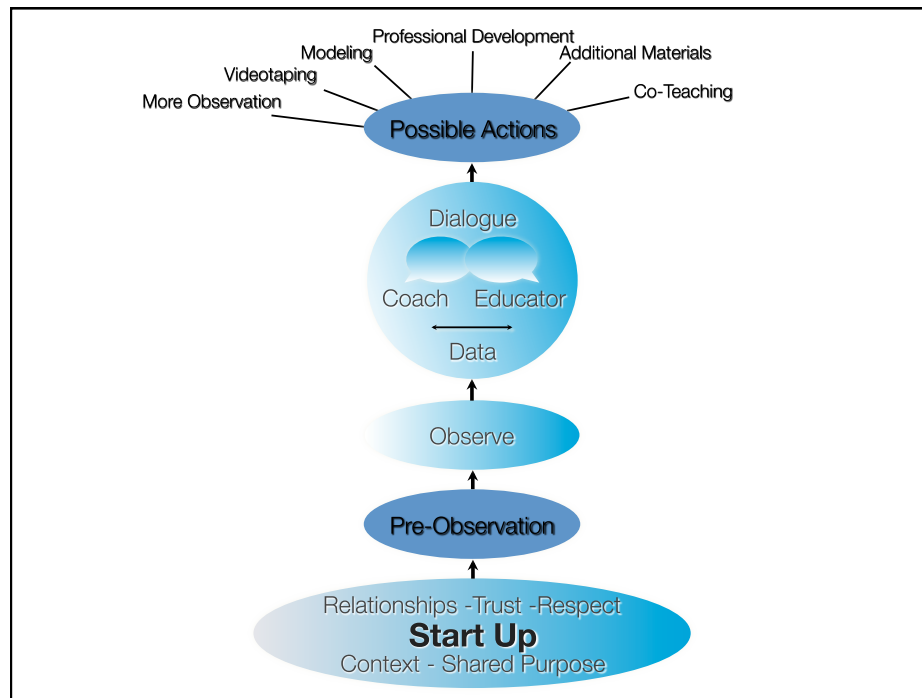
- ☐ Jim Knight's principles: colleagues working together--each can learn
- ☐ Strategies to reduce the gap between two people
- ☐ Creating learning conversations



Collaborative Exploration of Data

- Based on partnership principles
- Dialogue
- Ongoing regard

Utah's Coaching Model

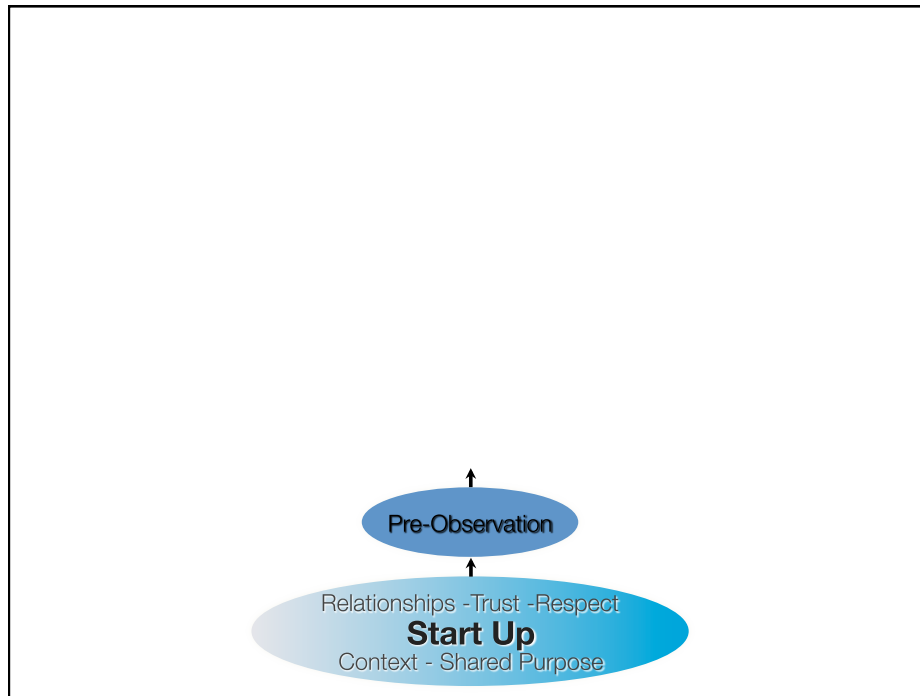


Start Up is Critical

- Context must be defined & articulated
- Common understanding of purpose & role
- Administrators must be trained
- Ongoing commitment

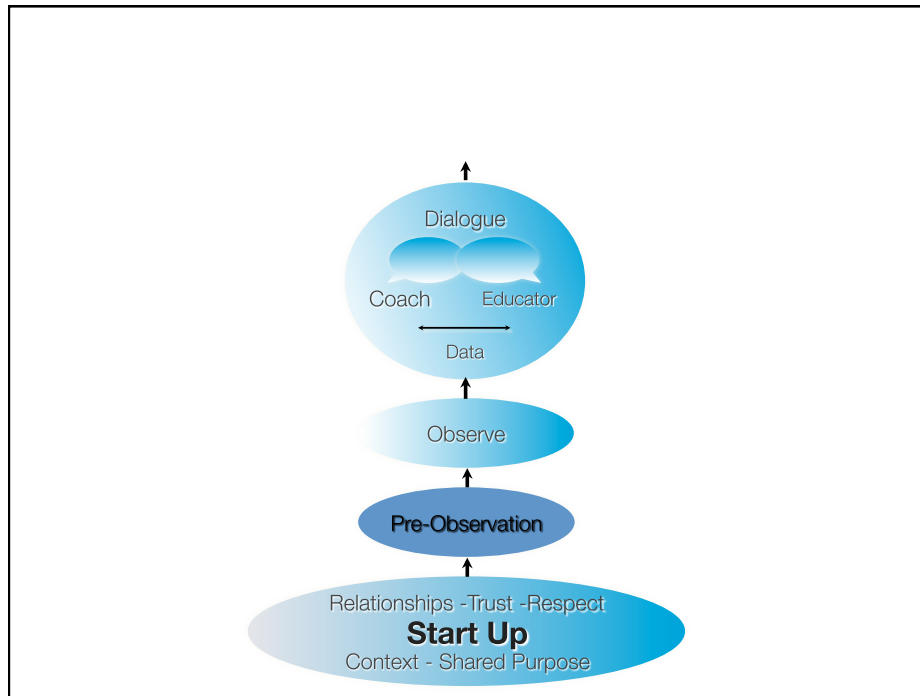
Relationships are Key

- Rapport, trust
- ☐ Choosing the right people
- Embedded in each step



Setting up an Observation

- ☐ What is being observed?
- ☐ Data?
- ☐ Observation tool?



Big Four: A Framework for Identifying What to Do

- ☐ Classroom Management
- ☐ Content
- ☐ Instruction
- ☐ Formative Assessment

Model Lessons: You watch me!

- Should be an “expert”
- Clarify roles
- Co-construct an observation form



Observe: “I watch you”

Coach uses an observation form to watch for data related to:

- Critical teaching behaviors
- Fidelity to scientifically proven practices
- Student behavior and performance
- Teacher behavior

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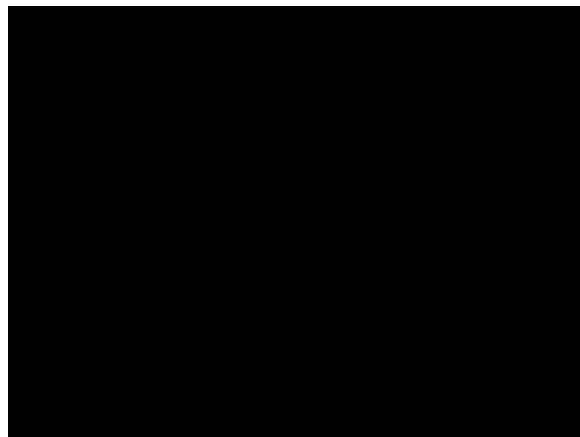
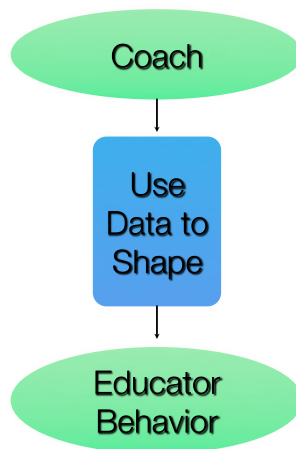
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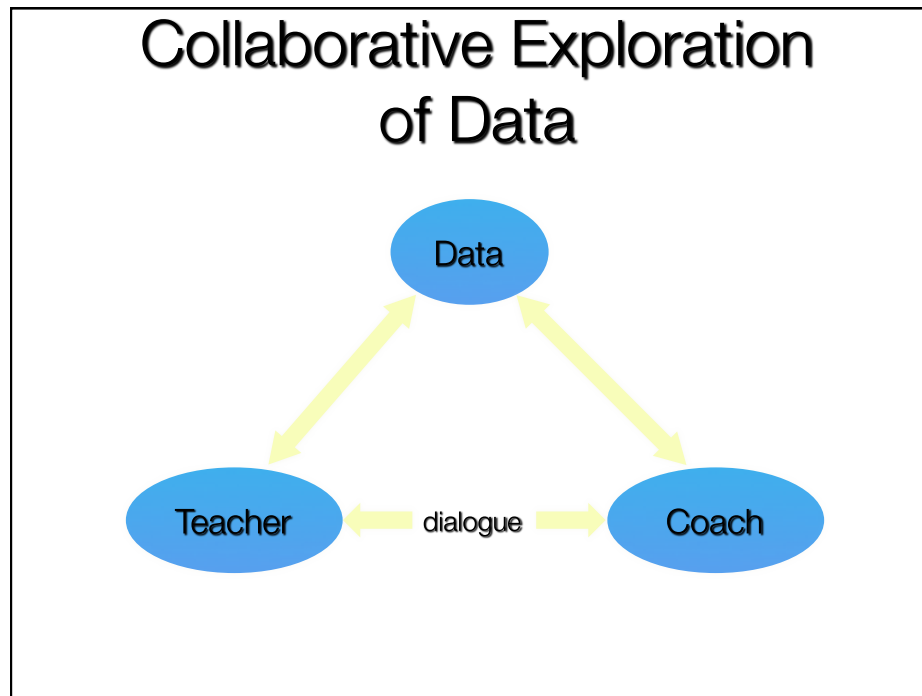
OBSERVATION FORM

Teacher: _____ School: _____
Unit/Content: _____ Module: _____
Date: _____

TEACHING PRACTICE	OBS.	COMMENTS

Instructional Feedback





Dialogue

- A dialogue or conversation among individuals ... must be based on mutual respect, equality, a willingness to listen and to risk one's prejudices and opinions.
- --Richard J. Bernstein

Dialogue

- ☐ Respectful, energizing conversation
- ☐ The developing conversation is more important than being right
- ☐ Involves suspending opinions & authentic listening
- ☐ Thinking together

Strategies for Promoting Dialogue

- ☐ Learn, internalize, and practice the partnership principles
- ☐ Employ the partnership communication skills
- ☐ Suspend the assumption that you're right
- ☐ Respect your partner's opinion
- ☐ Balance advocacy and inquiry
- ☐ Ask questions that clarify

After-Observation Review

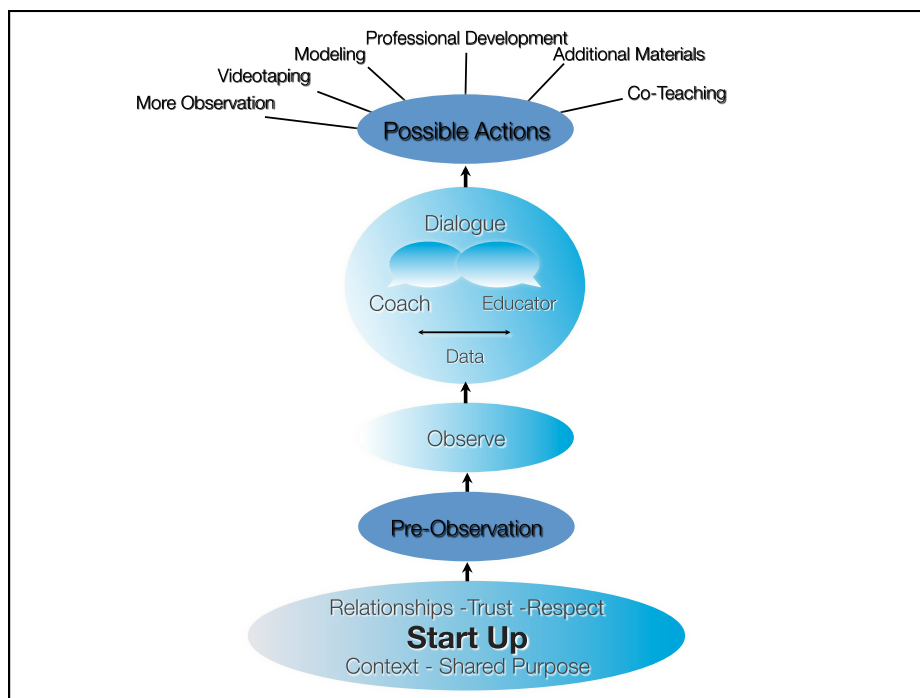
- ☐ What was supposed to happen?
- ☐ What happened?
- ☐ What accounts for the difference?
- ☐ What will the teacher do differently next time?

On-going Collaboration

- ☐ More modeling, observation, collaborative exploration of data, and dialogue
- ☐ Each relationship is differentiated to fit the unique needs of each teacher

Coaching:

- Possible Actions



Summary: Coaching

- Is not a quick fix.
 - Is for all educators (new teachers and veterans).
- Requires a significant investment of time and resources.
- Must focus on fidelity of implementation.
- Benefits educators, coaches, and students.

The Utah Coaching Network



www.updc.org